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ABSTRACT

The week-long conference was productive of both ideas and enthusiasm. Important accomplishments of the week include an annotated directory of conferees; five background papers -- evaluative criteria, consumer information, grievance mechanisms, vocabulary/terminology, and site visitation; a simulation game of a state-agency visit to a nontraditional campus; and steps taken to strengthen the design of the state oversight study. The fifteen observations made by this participant are characterized by a concern that solutions to problems in the field be formed carefully and cooperatively, with concern for their broad and long-term effects. Recommendations by conference members include ideas for future conferences (the inclusion of professionals in other, related areas; expanded use of simulation techniques; more training in evaluation, legal problems, and terminology), and greater sharing of information and ideas across state lines and within state systems. A conference schedule and participant list are included. (MSE)

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POSTSECONDARY EDUCATION CONVENING AUTHORITY

SYNTHESIS OF THE KEYSTONE WORKSHOP FOR STATE LICENSING AND APPROVING OFFICIALS

by

Theodore Marchese
Director of Institutional Research
Barat College
Lake Forest, Illinois

presented to

Keystone Staff Development Workshop
for State Licensing/Approval Officials

cosponsored with the
Inservice Education Program
Education Commission of the States

Keystone, Colorado
July 18 - July 23, 1976

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My observations will fall into four areas: 1) personal impressions of the week; 2) a review of products of the week, of Keystone accomplishments; 3) some observations on our continuing agenda; and 4) a listing of recommendations generated in planning groups and other sectors of the conference.

Impressions of the Week

I was very impressed by the involvement of people here over the course of the week, in the work of the conference and with each other. People seemed to dig into the resources here. Defenses were dropped. People began communicating. You must feel as I do at the end of this week, exhilarated, exhausted, full of ideas and eagerness to move ahead on issues, with a renewed sense that it is possible to do so.

Significant, too, are your evaluations of the conference as an experience for you, submitted through your planning-group reports. Those reports say, with remarkable consistency, that people felt that the personal goals they had set earlier this week were achieved at this conference.

I noticed definite changes in the way people participated in the conference over the week. There seemed to be, as the week went on, more candor, more ability to see one another's perspectives, more willingness to acknowledge parallels across areas of responsibility, more willingness to acknowledge the relevance of the other person's experience. State officials, for example, saw non-traditional educators who were not fly-by-night operators but imaginative people as concerned about quality and the consumer as they are. Collegiate people saw that they have a lot to learn

from the kinds of work that is being done in the proprietary sector. Federal people saw that those working in the states are responsible and willing to assume initiative. Institutional people saw better the kinds of constraints that state people are working under. The changed impressions that we have of one another in the work we do, then, is a very positive outcome of the week.

This development confirms for me the value of the length of this meeting. I'm not sure that these kinds of outcomes would have been as fully realized had we ended the conference Tuesday night. The value, too, of convening people from different areas and levels of responsibility was also seen pretty clearly by everybody by week's end (this sentiment shows up in your planning committee reports); the context within which people view their work was significantly changed for many people.

I don't think there is a need for me to recount here the contributions of the many remarkable people who led this conference and made it so valuable. Dick Millard's talk, which got us off to such a fine start, Fred Jacobs' simulation, which I think was significant in changing the character of the week and the way we related to one another, Bill Kaplin's outstanding presentation--these kinds of acknowledgements were made last night. My impression is that this was one of the least passive conferences I've ever attended. Not five or ten people, but eighty-nine, deserve credit. You people--all of you in the room--made this conference and contributed to what each of us takes home.

Beyond the acknowledgements made last night, I was reflecting this morning on the great value of having something like the Postsecondary Education Convening Authority and on the support for it that has come from the Fund for the Improvement of Postsecondary Education; in the same vein, I see more clearly the value of having an Education Commission of the States. Without them, a meeting such as this would have been impossible. However, none of these agencies or organizations is a given; each needs support. We've become in a way a constituency of these organizations, and should lend our support to them when they need it.

Finally the week was also for all of us one of personal impressions..... Warren Hill's poetry, Fred Jacobs' disrobing, the Institute for Educational Leadership reduced to jello, tennis for free at an $800 camp, a raft trip and water fight which proved that people can play, John Proffitt's report on sheep insemination, Ken Fischer's enthusiasm, and Bill Green's non-traditional approach to fishing. The quality of this week's experience is an important part of the collective memory we take home with us. We became people to one another, not just officials or representatives, experts or observers.

Keystone Lodge, as a physical setting, facilitated many of these developments. The symbolism of the name "Keystone" won't be lost on us and has been made real by our accomplishments this week.

Accomplishments of the Week

A simple but important accomplishment of the week was preparation of the annotated directory, listing names, titles, addresses, and phone numbers

of all conferees. Several people remarked that this was one of the most helpful things that they are going to bring home. We all now have a better sense of who does what and how to reach them; if you have a problem, you have a way to pick up the phone and get some answers.

A second product of the Keystone venture is represented by the five background research papers prepared through the initiative of Wayne Freeburg and Lou Bender. These five papers--on evaluative criteria, consumer information, grievance mechanisms, vocabulary/terminology, and site visitation--were the subject of extensive group review this week, will be revised in the light of that review, and will stand as valuable new contributions to the conduct of state-level licensing and approval.

The third product--the simulation game of a state-agency visitation to a non-traditional campus--will be revised by Fred Jacobs in the light of our experience. We've all played it, know its value as a training and sensitization device, and now will have it for use at home.

Coincident with this conference, Bruce Chaloux of Castleton State College (Vt.) organized the resource center we've been using in the next room--an extensive array of documents, reports, statutes, position papers and the like from a wide variety of governmental and other sources. Much of the material is local or fugitive and would be otherwise unknown to people to whom it would be of value. Conferees have been able to sign up for documents and these will be sent to them. From your remarks, I gather that this has been a valued service of the conference. Another outcome in the same vein are the written papers prepared specifically for this conference by Millard, Fowler, Bender, Watkins and other people; these are a valuable contribution to knowledge about state licensing and approval as it is carried forth today.

In other important matters, we should all be pleased at the concrete steps taken here to strengthen the design of the state oversight study by the American Institutes for Research. The offer of John Proffitt to help underwrite a "Keystone II" and to involve state-level people more directly in the fortncoming eligibility deliberations portends better federal-state relations in the period ahead. The new linkages established here between the National Association of State Administrators and Supervisors of Private Schools and the state attorneys general organization, and between NASASPS and Joe Hardman's office, are concrete outcomes of this meeting. So is the new organization of private-degree-granting people and the relationship they will develop with the other two state-level groups present at this meeting. Finally, I mention the commitment of PECA, of ECS, and of John Proffitt's office to put money and time behind a number of the key recommendations coming out of this conference.

This has been a week, then, of more than good presentations, professional growth, and good times. A remarkable number of very specific accomplishments have been realized. That such is the case is a testimony to the work of the planning committee and to the commitment of people here to advancing the effectiveness of the licensing/approving function within a national system of postsecondary education.

I would like now to move to a third area of remarks, to re-focus and pull together some issues, offer a few observations, and suggest next lines of development for the time between now and "Keystone II."

OBSERVATIONS AND SUGGESTIONS

I begin with an observation about a matter of some controversy here: I think the study that Steve Jung and the people at AIR are going to do is of importance and will warrant our support. Once we get by the difficulties of its origin and the political purposes that may or may not have been behind the letting of that federal contract, we can stand back from the situation and see that the increment of knowledge that study promises is of value to all of us in this room. I commend to your attention the integrity of AIR and the project director and cite their just-completed work on consumer protection strategies as evidence of their capability and sensitivity. Given the new opportunities arranged here to cooperate in the final design of the study and to have input into the interpretation of its findings, the cooperation of all of us in the conduct of it would now seem to me to be called for.

In turn I have a recommendation for Steve Jung, who is here this morning with us. I think it may be important in the study to catch the dynamic quality of developments in this field. One of the inherent limitations of a "status" survey is that one describes the field only at one point in time. Now when you apply that kind of methodology to contemporary state licensing and approval, you can almost predict what the results are going to be: so many states don't have this or that kind of capability, variously they lack authority, money, manpower, or what-not, and the conclusion that follows is that the federal government has to step in to "solve" the situation. State-level people are justifiably apprehensive about such a scenario. So am I.

But there is another way of looking at the existing state situation. Rather than a survey "snapshot," the attempt might be to convey a sense of the direction and rate of travel at the state level, and the possibilities for further forward movement without the complete "moving around of the furniture" that one of the federal officials spoke of earlier in the week. What I have in mind is that what exists right now is very much more extensive than what existed five years ago and, if you are trying to develop something for five years from now, you have to take into account the potential for forward movement inherent in the present situation.

A second matter I would raise for comment is that of consumer protection. We heard a speech on the matter, looked at it in our work groups, and learned of several new state and federal initiatives to protect consumers. It is an area in which I have been professionally active during the past year. My recommendation is that people be a bit cautious about plunging into the area. It's fraught with complex issues that we know relatively little about. Idealism and horror stories prompt us to do something for the consumer and safeguard tax dollars, but there is a high potential right now for precipitous action which misses the mark. Fortunately, within the next

year you'll see a lot more research, informed writing, and task force reports coming out, resources that will help you get into consumer protection in a more intelligent way.

I'm not suggesting that people put aside educational consumerism as an issue; far from it. For example, right now it provides a healthy new perspective on the kinds of functions you perform. It raises questions that wouldn't be raised if one were thinking about state licensing and approval only in terms of institutions being regulated: In whose interest, the consumer advocate would ask, is the licensing or approving function being performed? Who is directly served? Who is protected? A consumer viewpoint also frequently will prompt a different set of answers from the ones we historically might have given these questions.

A third point I raise under the influence of Lou Bender's paper of yesterday, and of the response to it of state and institutional people. There appears to be an emerging need to consider the organizational situation of the licensing and approval function at the state level. In some states (but not all) the function is scattered and confusing. There is duplication and overlap, and occasionally resultant instances of inequity for institutions. Proprietary, VA, and private-degree-granting licensing/approval functions often are lodged in different offices in different branches of state government; conceptually, the three may be doing the same thing, but cooperation and communication among them may be nil. Historically we realize that these offices came into being at different times in response to very different sets of needs. In terms of contemporary needs for post-secondary regulation, however, the "system" of many states just won't do. The matter is primarily one for working out within individual states. I would hope that the AIR study would produce information helpful to that end.

Fourth, there is reason to be cautious about solutions to some of the immediate kinds of problems that people face in government offices. For example, it is very clear that there are critical problems of staff, time, and money in many state offices. The "solution" of some is get federal money into the act....and at least one federal official suggested on Tuesday that this could be a possibility. Maybe so. But that solution to an immediate state problem may bring more changes than people really want. How could that money come, for example, in any other context than a de facto federalization of the licensing/eligibility function? It is a good example, I think, of the urgent getting precedence over the important; you don't want to resolve some of the larger questions of this field by a response to immediate problems on your desk. This is similar, I think, to the point I made from the floor on Tuesday. A focus on "solving" the eligibility problems that a federal office has may lead to hasty steps which by-pass the more important need to re-think the question of who should be doing what to promote the kind of educational marketplace that we want. Put in broader terms still, the historic roles of the three "triad" partners have far-reaching consequences for the character of this nation's postsecondary system; one should be extremely cautious about changing those roles merely on the basis of solving an eligibility question.

A fifth point. I saw evidences of what I would call "state chauvanism" during the week. Justifiably there is a lot of pride in state-level accomplishment in the immediate past years, and a feeling that people don't

know all the good work that goes on at the state level. The latter is certainly true, and it arguably is the case that more real protection of citizen interests goes on at the state level than does at the federal level. From this comes a vein of state feeling that "we can do the job best." Some state people seem anxious to expand their sphere of responsibility and equate such a development with an improved overall situation. But I'm not sure, from an institution's standpoint, that additional state regulation is a better situation than additional federal regulation. Or that state judgments about quality are going to be better than those that would be made by the accrediting associations. So, let there be modesty all around in assumptions about who can do what best.

Sixth. I thought that there was a little bit of short-shrifting in this meeting of the values of voluntary accreditation, both regional and specialized. Maybe that is because there is not a lot of representation here from the accrediting associations, but it is also the fashion to take pot-shots at accreditation. We have all had experiences with it that have been less than wonderful, but a more constructive attitude is called for. They've got a house to remodel and get in order, and they are working on it. Some of the criticism, I might add, comes of ignorance of developments within the accrediting community; some of it comes from people who would write off voluntary accreditation without any sense of what its loss would mean. I would recommend, incidentally, reading some of the occasional papers that the Council on Postsecondary Accreditation is now putting out. Several are very wise statements. They are trying to do a better job of communicating. They are trying to re-think their function, to become stronger, more effective agencies for the development and assurance of quality.

In this connection, one of the main areas of concern--and this is point number seven--of people at this conference is evaluation. It is in the area of evaluation or institutional review that the conduct of state licensing is most often on shakiest ground. There are just too many instances of irrelevant and out-of-date criteria, inexpertly applied, to have the confidence we need in state capability. The gap, I might add, between contemporary academic thinking about evaluation and state practice of evaluation is wide. The respective vocabularies in use are a decade or two apart in time. Noting that standards of review are set by statute and regulation is true but begs the question. State officials need better backgrounds in evaluation methodology to perform better their functions and provide leadership in the updating of state approaches, and it would be my hope that Keystone II would provide learning opportunities along these lines.

Meanwhile, short of getting thick with the academics, state people might improve their practice of evaluation by being in closer touch with accreditation people (where these questions are being faced), and with some of the remarkably sophisticated internal evaluation work being carried forward by the "national network institutions" represented here.

Eighth, we heard a lot of proposals made here during the past week. Some of them were pretty dramatic. When I think about some of them, I want to tell people to go slow, to think more carefully about things. The status quo may be creaky, but it is not without its reasons and reflects some values

which really may be valuable: institutional autonomy, voluntary self-regulation, and state prerogative, to name three. Now there are new values upon us which compete with the old ones and would partially displace them. In an increasingly nationalized postsecondary system, there is need for greater uniformity of regulation, for accountability in the use of tax dollars, and for better consumer protection. These new values need to be advanced, but carefully, lest we lose others that are of at least equal importance.

My ninth point is also a caution. Please be careful about any new scheme which is going to put additional burdens on institutions (now I'm speaking as an institutional representative). Very heavy burdens are on us already. Many of the proposals being made here involve expansion of regulatory schemes, and this is something I'm not overjoyed about. The problems of duplicate visitations and increased reporting, of regulations that govern what you do on a daily basis, and of contradictory and vague standards, are real at the institutional level. I know that the people in this room are sensitive to it and hope you'll remember that the answer to all problems is not more regulations.

Ten. The triad discussions: I don't have anything in particular to add about who should do what in the triad. I think it is important to keep in mind the kind of point that Russ Edgerton of FIPSE was making on Tuesday, that we think about the evolution of triad relationships in terms of a "relevant utopia." Again, choices affecting the character of the triad are close at hand. There is a temptation, evidenced here, to leap to decisions that solve immediate problems. Matters of funding, of eligibility, of turf and power get mixed up in our discussions and lead us astray from attention to longer-term interests and the appropriate distribution of responsibilities across different kinds of agencies. I think the development of a "relevant utopia" might be a very good task for a specially commissioned task force, comprised of thoughtful people from a variety of sources, to work between now and Keystone II on the question and inform our further gathering.

Point eleven is the second of three brief triad observations. And that is, whether a task force as a vehicle for moving ahead intelligently is a good idea or not. Obviously, we do need to think about the processes through which the concept of a triad is going to be developed. We need ways not now in existence for talking about triad relationships, for charting where it should go and figuring how to get from here to there. I get the impression from events this past spring and here this week, that there's a high probability of unilateral action, action almost for its own sake and which will fail tests of good decision-making. Perhaps next spring's eligibility conference and Keystone II, buttressed by statesmanship in between, can improve the situation.

Twelve. In developing the triad, I think it is important to keep in mind larger purposes or goals that we have for developing the postsecondary system of education in the United States. We want a system which is open, accessible, non-static, and fraud-free, one with more accountability, a healthy climate for institutional development, and which will enjoy the confidence of our students and the public. Considerations such as these need to play a more prominent role in our discussion of what kinds of eligibility, licensing, and approval systems we want.

Three final points that relate to one another will end these comments.

Thirteen. I think we need to think more about why states are involved in matters of licensing and approval. What national and local interests does the licensing and approval function as it is now conceived advance? What are its positive and negative effects? How can this function, as Dick Millard put it, best serve the interests of all the people of the state? This was the very first issue put to this conference (in the Millard speech); we didn't, as the agenda would have it, quite get the time to look at it closely. But it is an important question.

Fourteen. The next question that should be asked is, under what theory are states proceeding in their review of institutions? Is their role one of assuring that minimum standards are met? Of helping institutions realize their goals? Of policing honest practice? These kinds of issues were raised by people in the private degree-granting sector last summer in their meeting at Airlie; they are important questions because the answers to them would substantially define state roles in a triad. Again, because of the press of other business, we didn't get to these questions in a full way here at Keystone. But it remains important for each of us, I think, to clarify the theory of licensure or approval under which we operate.

Point fifteen raises a matter implicit in my remarks about evaluation, but I raise it again in the present context because the matter was so much on people's minds here. I speak of criteria for judgment used in the review of institutions. Evidence was submitted here that many of the criteria states use are inappropriate to the evaluation of non-traditional education. It is probably just as true that they may be inappropriate to other forms of education and types of institutions. The "criteria" question was stated in many different ways in the course of the conference: what do we insist upon for the award of the bachelor's degree? What are we doing to assure quality? What indicators of performance do we want? What balance can be struck between needs for flexibility and those for specificity? Can or should we have one set of criteria for all? People describe the question as critical to equitable treatment of different types of institutions and forms of education, to interstate cooperation, to the intellectual defensibility of what states are doing, and to public and institutional confidence.

The question of appropriate criteria may be one of the most difficult people in states face. Earlier I suggested contemporary thinking about evaluation as a potential helpful resource for the development of improved criteria for review. Here I suggest that answers to the two preceding issues I raised--in whose interests will review be done and under what theory?--may provide the best context for decisions about criteria. If the "why" and "who" were clearer, so might be the "how."

Recommendations from the Conference

Last night, representatives from your planning groups submitted their group's report. Recommendations were discussed and refined, then turned over to me for report this morning. There are a dozen of these, presented here in no particular order.

First, several of the groups recommended that there be a Keystone II, as it has come to be called. There were a number of recommendations about what should go on at Keystone II. Some people wanted it more issue oriented, with position papers and debate. Others thought that professional-development activities should be the focus. There were numerous other, more specific suggestions which won't be reported here but are in the hands of the planning committee. The significant recommendation is that there be a follow-up activity to Keystone, similar in nature, called Keystone II.

Second, several of the groups specially endorsed the meeting's intermix of people, the idea of involving people from a variety of levels and functions. We recorded a number of suggestions about other kinds of people and groups that ought to be included in any future meeting: more representatives from the accrediting sector, more people from the national VA office, people from institutions, state legislators, specialty licensing boards, and public institutions.

Third, there was high endorsement of the value of simulation. Many people think a simulation should be done the next time. There were two specific suggestions related to that. One was that a "real" simulation be done (which seems like a contradiction of terms), that "pros" in the area conduct a full institutional review for the benefit of people who are newer or less experienced in their function. Another suggestion was that the subject of a future simulation game be an administrative hearing, which many people seem to want to know more about.

A fourth suggestion coming from more than one group was that there be more professional-development activities related to the conduct of evaluation. Evaluation-criterion issues are a very appropriate thing in many people's view for further work at a meeting like this.

Five, the same kind of point, people asked for more professional-development activities related to the legal context of their work.

Six, several people wanted us to move ahead and bring to conclusion if possible the work that was begun here on vocabulary and terminology. One person suggested that there be a task force or continuing group to work on the matter. It was said that terminology clarification would be an important need for Steve Jung's study at AIR; perhaps his work could be linked to that of other people commissioned by this conference.

Seven, there were a variety of suggestions about developing mechanisms for the sharing across state lines of information about actions against individual institutions or operators, about new legal developments, and so on. One group suggested a NEXUS-like office, a central information repository that one could call when a question arose. People thought that maybe Bill Kaplin could help out, especially with some of the legal questions that constantly arise. Some people wanted a newsletter, maybe on a monthly basis. There was a debate about that. Some said we don't need more printed stuff coming along, others said that we do, especially if it were short, to the point, and practical in its orientation. One suggestion was that before anybody starts sending out newsletters a group of people from this conference meet to identify just what the information needs are and then, from that kind of calculation, what the communication device ought to be.

An eighth suggestion was that the talent at this conference be used to prepare a series of commissioned papers or thought pieces, for the advancement of knowledge and practice at the state level. This is similar to what COPA is doing in the area of accreditation. The planning group might have papers developed by experts, send them around for comments, then make them available for our use. This was seen as a good activity for the months ahead. Warren Hill indicated that ECS was very interested in supporting the idea.

A ninth suggestion was that a "road map" for institutional people be developed by state people in collaboration with people in accrediting. That was the suggestion last night of one person; it grew out of the discussion in yesterday's longer session in the evaluation of nontraditional education. What do state people expect of people in institutions? What are some traps to avoid? What kind of preparation ought people in institutions do before they come in to talk to state people?, and so forth. A "do's and don't's," if you will, and the idea struck a number of people as a worthwhile, feasible idea.

Ten. Interest was expressed in the preparation of instructional modules for use by people with state-level responsibilities. The sense of the idea was that instead of a focus on the once-a-year conference at which some things get discussed but incompletely, materials could be prepared which people might use back home, more economically and when they need it. There were two topic suggestions: a module on legal issues and a module on administrative hearings.

Eleven, people were very interested in developing better organizational ways of becoming initiators and leaders in the area of eligibility/approval decision-making, and not just reactors and people on the defensive. The new plan for cooperation between state officials responsible for proprietary and degree-granting institutions, announced here this morning, speaks to this point.

A twelfth and final point, more of a problem than a recommendation. And that is that many state-level offices do not enjoy funding for professional development and out-of-state conferences and face financial obstacles to participation in Keystone II and related activities. This situation is real and needs to be borne in mind in the planning of future activities for the improvement of state-level licensing and approval.

KEYSTONE STAFF DEVELOPMENT WORKSHOP
FOR STATE LICENSING/APPROVING OFFICIALS

Cosponsored by the Postsecondary Education Convening Authority
of the Institute for Educational Leadership
and the Inservice Education Program
of the Education Commission of the States

Keystone Lodge -- Keystone, Colorado
July 18 - July 23, 1976

AGENDA

Sunday, July 18, 1976

2:00 pm — Bus for Keystone leaves from Stouffer's Denver Inn; 3203 Quebec Street; Denver, Colorado 80207; (303) 321-3333 (near Denver's Stapleton Airport)

2:00 pm — Registration opens -- Workshop Headquarters (Gallery of the Convention Center)

5:00 pm — Reception -- Ken Fischer's room (1408)

6:30 pm — Dinner* -- asterisk* denotes group meal functions paid for by your registration fee and PECA funds (West Room of the Convention Center)

8:00 pm — Opening session -- Introductions, Announcements, Review of Agenda (West Room of the Convention Center)

9:30 pm — Informal gathering in Ken Fischer's room (1408)

Monday, July 19, 1976

9:00 am — General Session -- Developing the Conference Directory (East Room)

9:30 am — Concurrent Sessions -- Planning Teams Meet (Rooms to be announced at morning General Session)

Each workshop participant will be assigned to a planning team which will meet several times throughout the workshop. Assignments will be made to assure a mix by function and geographic region. The planning teams will:

1) Work together on a project which addresses the question of the purposes and performance of state licensure/approval.

2) Serve as a checkpoint to assure that each participant's personal objectives for the workshop are being met.

3) Serve as a base for workshop announcements, feedback, etc.

11:00 am — General Session -- Postsecondary Education and the 'Best Interests of the People of the States' (Convention Center)

Presenter: Richard Millard -- Director of Higher Education Services for the Education Commission of the States

12:00 noon — Lunch and free time

2:00 pm — General Session -- The Purposes and Performance of State Licensing/Approving: The View from the States (Convention Center)

Interviewees: Joseph Clark -- Immediate Past President of the National Association of State Administrators and Supervisors of Private Schools (NASASPS) and Commissioner of the Indiana Private School Accrediting Commission

Matthew Quinn -- Director of Independent Colleges and Universities, New Jersey State Department of Higher Education

David Stucki -- Executive Secretary, Educational Approval Council, Wisconsin Department of Public Instruction

3:15 pm — Break

3:30 pm — General Session -- The Purposes and Performance of State Licensing/Approving: The View from the Federal Government and Non-governmental Accrediting Community (Convention Center)

Interviewees: William Fowler -- Executive Director of the National Home Study Council

James Phillips -- Staff Associate of the Council on Postsecondary Accreditation

John Phillips -- Deputy Commissioner for Postsecondary Education; U.S. Office of Education

John Proffitt -- Acting Director of the Division of Eligibility and Agency Evaluation; Bureau of Postsecondary Education; U.S. Office of Education

5:00 pm — Dinner and free time

7:30 General Session -- The Purposes and Performance of State Licensing/Approving: The View from the Institutions (Convention Center)

Interviewees: Edwin Hallenbeck -- Director of Research for the Union of Experimenting Colleges and Universities

Charles Janssen -- Manager of MCD Education Division and President of Computer Learning Center

Fred Nelson -- Vice President of NOVA University

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Tuesday, July 20, 1976

9:00 am General Session -- Educational Consumers: The Fourth Partner (Convention Center)

Presenter: Sandra Willett -- Associate Director for Consumer Education, Office of Consumer Affairs, Department of Health, Education and Welfare

9:30 Free time

11:00 am Concurrent Sessions -- Research Task Forces meet (Rooms to be announced at morning general session)

During the opening session on Sunday evening, each participant will be given an opportunity to sign up for one or more task forces which will meet on several occasions during the workshop to review the preliminary research papers prepared by Florida State University's State and Regional Higher Education Center. Suggestions from the task forces will be incorporated into the final published documents of these research efforts. These papers will be distributed Sunday evening.

The five task forces are:

Group# 1) Survey of Evaluation Criteria Used by State Agencies in Determining Licensure and Approval of Non-Public Institutions and Programs.

Group# 2) Role of State Licensing and Approving Agencies in Providing Information to Educational Consumers -- Survey of Legal Authority and Use of Data Pertaining to Private Institutions and Programs of Study.

Group# 3) Communications and Redress of Grievances -- An Analysis of the Legal Authority and Procedures Used by State Licensing and Approving Agencies for Dealing with Complaints.

Group# 4) Vocabulary -- The Clarification of Terms Used by State Licensing and Approval Officials.

Group# 5) A Model Handbook for Visiting Team Members
Part A -- Licensing of Degree-granting Institutions
Part B -- Licensing of Non-Degree-granting Institutions
Part C -- Approving Programs for Veterans

12:00 NOON — Lunch and free time

1:30 pm — General Session -- Site-Visit Simulation (Convention Center)

"Institutional administrators" will seek licensure of their institution and must make their case before a team of "evaluators." The teams of "evaluators" and "administrators" will be mixed by function and geographic region.

After a brief general session, simulation groups will be formed and will move to break-out rooms. At 4:30, everyone will reconvene in the Convention Center for general discussion of the simulation.

5:00 pm — Free time

6:30 pm — Concurrent Dinners -- Professional Association Dinners*
*(Dining rooms to be announced)

Members of NASASPS, Members of NAASA, and officials from the degree-granting licensure sector will hold individual (2) dinners to discuss association matters and other items. Workshop participants who are not members of any of these groups may attend whichever dinner they wish.

8:30 pm — General Session -- Report on the New U.S. Office of Education Study: "A Review of State Oversight in Postsecondary Education" (East Room)

Interviewees: William Green -- Program Analyst, Postsecondary Division, Office of Planning, Budgeting, and Evaluation, U.S. Office of Education (project monitor for the study)

Steven M. Jung -- Senior Research Scientist, American Institutes for Research (project contractor for the study)

John Proffitt -- Acting Director of the Division of Eligibility and Agency Evaluation; U.S. Office of Education

Wednesday, July 21, 1976

7:30 am — Breakfast -- Research Task Forces Meet* (West Room)

9:00 am — Concurrent Sessions

A) Interstate Educational Institutional Programs
(Sunburst and Sundrift Rooms)

A critical look at the interstate commerce and restraint of trade questions.

Resource persons: William Fowler -- Executive Director of the National Home Study Council

Richard Granat -- Attorney and author of "Legal and Other Constraints on the Development of External Degree Programs"

Edwin Hallenbeck -- Director of Research for the Union of Experimenting Colleges and Universities

Fred Jacobs -- Research Associate at Harvard University and formerly Dean of Campus Free College

Charles Janssen -- Manager of MCD Education Division and President of Computer Learning Center

William Kaplin -- Professor of Law at Catholic University of America and Editor of the Journal of College and University Law

Fred Nelson -- Vice President of NOVA University

B) Laws and Regs: How to get 'em, keep 'em and enforce 'em
(Silverhawk and Silverwood Rooms)

Resource persons: Frank Albanese -- Executive Secretary, Ohio State Board of School and College Registration

Merlin Anderson -- Administrator, Nevada Commission on Postsecondary Institutional Authorization

Joseph Clark -- Commissioner, Indiana Private School Accrediting Commission

Arthur Feldman -- Director, Education Approving Agency, New Hampshire Department of Education

12:00 noon — Adjourn for the Day

Wednesday Afternoon and Evening Free

Thursday, July 22, 1976

9:00 am — General Session -- Overview of Legal Issues Facing State Licensing/Approving Officials (East Room)

Presenter: William Kaplin -- Professor of Law at Catholic University of America and Editor of the Journal of College and University Law

10:15 am — Break

10:30 am — Concurrent Sessions

A) Organizational Structures and Patterns of State Licensing/Approving Agencies (Sunburst and Sundrift Rooms)

Presenter: Louis Bender -- Professor of Higher Education and Director of the State and Regional Higher Education Center, Florida State University

B) How to Handle an Administrative Hearing (Silverhawk and Silverwood Rooms)

Presenter: John Keller -- Attorney at Law, Civinelli, Bakalis, Keller and Culliton, Bloomingdale, Illinois

12:15 pm — Group Luncheon* -- Report on U.S. Office of Education Study: "Improving the Consumer Protection Function in Postsecondary Education" (West Room)

Presenter: Steven M. Jung -- Senior Research Scientist, American Institutes for Research (contractor for the study)

1:30 pm — Concurrent Sessions

A) Evaluation of Nontraditional Institutions and Programs (Sunburst and Sundrift Rooms)

Resource persons: Russell Edgerton -- Senior Analyst at the Fund for the Improvement of Post-secondary Education, Department of Health, Education and Welfare

Edwin Hallenbeck -- Director of Research for the Union of Experimenting Colleges and Universities

Fred Jacobs -- Research Associate at Harvard University and former Dean of Campus Free College

Morris Keeton -- Acting President and Provost at Antioch College and Chairperson of the Steering Committee of the Cooperative Assessment of Experiential Learning

Thurston Manning -- Director of the Commission on Institutions of Higher Education, North Central Association of Colleges and Universities

Fred Nelson -- Vice President of NOVA University

Ann Schaef -- Women's Institute for Alternative Psychotherapy

B) Consumer Protection Issues (Silverhawk and Silverwood Rooms)

Resource persons: Robert Bullock -- Assistant Attorney General, Consumer Protection Division, State of Kentucky

Reginald Watkins -- Staff Attorney for the National Association of Attorneys General

4:30 pm — Free time

6:00 pm — Dinner -- Planning Teams Meet*

This will be the final meeting of each planning team. Each team will complete its workshop project. Individual team members will give informal evaluations of the workshop and share how they intend to continue their professional development throughout the year.

Friday, July 23, 1976

9:00 am — General Session -- Conference Synthesis and Recap (East Room)

Synthesizer: Theodore Marchese -- Director of Institutional Research at Barat College and principal author, "Approaches to State Licensing of Private Degree-granting Institutions."

Ted will draw his closing remarks from events in the week and reports from the research task forces and planning teams. In his remarks, he will suggest some "next steps" which will lead into the final session of the workshop.

10:00 am — Closing Session -- Where Do We Go From Here? (East Room)

We'll discuss how to set into motion specific follow-up activities. Some of these may include: Keystone II, financial support for continuing staff development, a national organization including all "gatekeepers", and a clearinghouse for state licensing/approving officials.

12:00 noon — Adjournment

A bus will leave Keystone for the Denver Airport shortly after adjournment to accommodate conferees whose planes are scheduled for departure after 3:00 pm.

A few of you must leave earlier to catch your flights. A car and driver will be provided. Please confirm these arrangements with Marilyn Kressel.

Detailed arrangements for transportation will be announced during the workshop.

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July 18 - 23, 1976

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